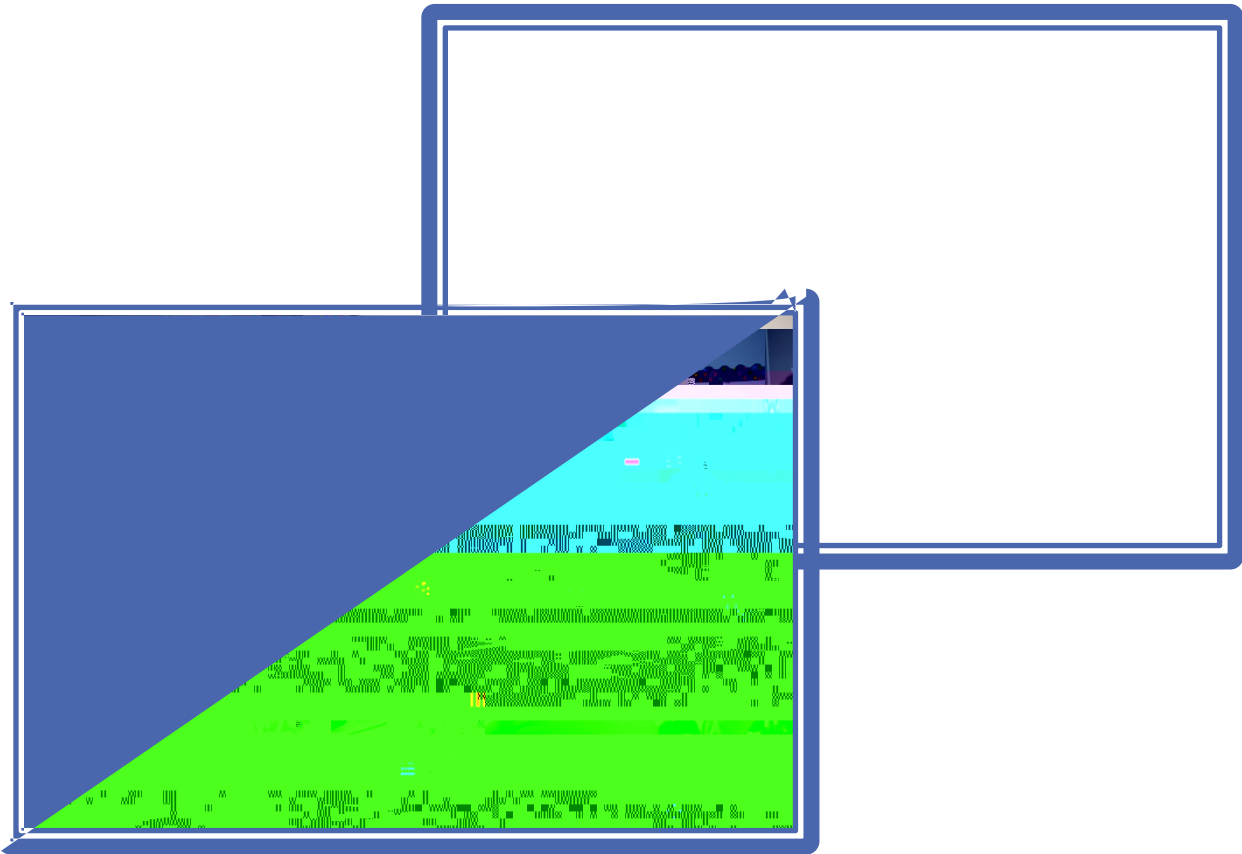


A GUIDE TO SYSTEMIC WHOLE SCHOOL IMPLEMENTATION



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- [Sample Social Emotional Implementation Rubric for Effective Planning, Implementation, and Continuous Improvement](#). This may be used as part of a self- assessment and planning process. (See [Appendix A](#).)
- District-developed sample crosswalks of SEL competencies, New York State learning standards in academic content areas, classroom activities, and general teaching practices to support social emotional skill development
  - [Crosswalks](http://www.p12.nysed.gov/sss/sel/) (<http://www.p12.nysed.gov/sss/sel/>) will be posted [on our website](#) as they become available.





CASEL's inclusion of the word "learning" in the term "social emotional learning" was purposeful and designed to reflect that the acquisition of the skills and attitudes within the five competency domains is a process, and s

age appropriate mastery of these essential life skills, the individual, their peers and teachers, and the school community at large are affected. Young people who do not achieve adequate social emotional competence are more likely to experience poor academic outcomes and be at-risk for social maladjustment and behavior issues throughout adolescence and adulthood (Hartup, 1992; Ladd, 2000). The table below considers the potential impact on individuals and communities when social emotional competencies are not nurtured.

What is the impact on the individual student who...	What is the impact on the school community when students...
<ul style="list-style-type: none"> <li>• is not able to recognize and/or manage their emotions?</li> <li>• has not developed caring and concern for others?</li> <li>• has not established positive relationships with either peers and/or adults?</li> <li>• has not developed the capacity to persevere?</li> <li>• does not make responsible decisions?</li> <li>• does not have the mindset or strategies and skills to handle challenging situations constructively or ethically?</li> </ul>	<ul style="list-style-type: none"> <li>• are not able to recognize and manage their emotions?</li> <li>• have not developed caring and concern for others?</li> <li>• have not established positive relationships with either peers and/or adults?</li> <li>• do not persevere in the face of challenges?</li> <li>• do not make responsible decisions?</li> <li>• do not have the mindset or strategies and skills to handle challenging situations constructively or ethically?</li> </ul>

The likelihood is greater that a young person who has not been helped to develop the core SEL competencies will have difficulty navigating academic and behavioral expectations, and may be more likely to demonstrate the following behaviors:

- disrupting instruction;
- failing to meet academic standards;
- missing school;
- posing a risk to themselves or others;
- being suspended;
- failing to graduate;
- having difficulty establishing and maintaining healthy relationships with peers; and/or
- abusing substances.










Nurturing SEL competencies in both adults and young people will allow them to better recognize and manage biases, appreciate diversity, develop rich relationships with diverse individuals and groups, and make responsible, ethical decisions.

The combination of SEL and culturally responsive-sustaining (CR-S) education practices can provide a multiplier effect for richer and deeper experiences and increase the effectiveness and enjoyment of instruction for both students and adults.

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## RESOURCES

-  [New York State's ESSA Plan](http://www.p12.nysed.gov/accountability/essa.html) (<http://www.p12.nysed.gov/accountability/essa.html>) places heavy emphasis on cultural and linguistic competence and responsiveness. NYSED's [Blueprint for English Language Learner Success](http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/nysblueprintforellsuccess.2016.pdf) (<http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/nysblueprintforellsuccess.2016.pdf>) and the [Blueprint for Improved Results for Students with Disabilities](http://www.p12.nysed.gov/specialed/publications/2015-memos/documents/blueprint-students-disabilities-special-education.pdf) (<http://www.p12.nysed.gov/specialed/publications/2015-memos/documents/blueprint-students-disabilities-special-education.pdf>) lay the foundation for success for these populations.
-  [Project Implicit](https://implicit.harvard.edu/implicit/) (<https://implicit.harvard.edu/implicit/>) at Harvard University: Project Implicit's Implicit Association Tests (IATs) measure implicit associations regarding race, gender, sexual orientation, etc., and may assist in increasing self-awareness about personal biases.
-  Kirwan Institute for the Study of Race and Ethnicity provides an online [Implicit Bias Module](http://kirwaninstitute.osu.edu/implicit-bias-training/) (<http://kirwaninstitute.osu.edu/implicit-bias-training/>) series.
-  [Disrupting Implicit Bias](https://dcal.dartmouth.edu/resources/teaching-dartmouth/disrupting-implicit-bias) (<https://dcal.dartmouth.edu/resources/teaching-dartmouth/disrupting-implicit-bias>): This compilation of resources on Dartmouth's website provides an array of resources including research, as well as strategies for disrupting bias in the classroom.
-  [Equity and Social Emotional Learning: A Cultural Analysis](https://measuringSEL.caseli.org/wp-content/uploads/2018/11/Frameworks-Equity.pdf) (<https://measuringSEL.caseli.org/wp-content/uploads/2018/11/Frameworks-Equity.pdf>) examines how CASEL's core SEL competencies reflect issues of equity, highlights programs and practices that support the development of these competencies to promote educational equity, and offers some implications for the growing demand for SEL assessments.

## SEL AND ADVERSE CHILDHOOD EXPERIENCES (ACES)

Childhood experiences have a tremendous impact on life outcomes, including the likelihood of future victimization, potential for perpetration of violence, lifelong health, ability to thrive, and opportunities. All young people can experience trauma, including severe accidents, the death of

a parent or sibling, long-term illness, substance abuse by a family member, financial crisis resulting in homelessness, and more. Research addressing the impact of ACEs and trauma on young people's ability to learn and school outcomes clearly supports the need for educators and the community to better understand the issues many young people face, and to ensure that all young people go to schools that provide supportive learning environments.

Study findings repeatedly reveal a graded dose-response relationship (as the dose of the stressor increases, the intensity of the outcome also increases) between ACEs and negative health and well-being outcomes across the course of an individual's life. As the number of ACEs increases, so does the risk for multiple physical health conditions and other factors including but not limited to risk behaviors (smoking, alcoholism, drug use), mental distress, depression, and life potential, including lowered educational attainment, lost time from work, and unemployment (Centers for Disease Control and Prevention, 2018).

ACEs can affect young people's attention, processing of information, memory and learning, the development of language and communication skills, the establishment of a coherent sense of self, the ability to attend to classroom tasks and instructions, ability to organize and remember new information, and hinder a young person's







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## RESOURCES

- 📖 The [CASEL Guide to Schoolwide Social and Emotional Learning](https://schoolguide.casel.org/) (https://schoolguide.casel.org/) provides a process for implementing schoolwide SEL that ultimately helps students develop the academic, social, and emotional skills, attitudes, and knowledge that they need to navigate the world more effectively within a safe, supportive learning climate.
- 📖 The CASEL [District Resource Center](https://drc.casel.org) (https://drc.casel.org) supports the systemic implementation of districtwide, school-based SEL through the compilation and distribution of resources gathered from districts where SEL programs, policies, and practices are working. Its resources are comprehensive; built on resources developed in CASEL's collaborating districts across the country and organized into a well-developed theory of action that guides users through the process. It is an outcome of CASEL's Collaborative Districts Initiative (CDI), established in 2011 to support the implementation of SEL in school districts across the country. See [Appendix B: CASEL Collaborating Districts Initiative](#) for further information on the CASEL CDI.
- 📖 CASEL has developed a [Theory of Action](http://www.casel.org/wp-content/uploads/2016/09/Theory-of-Action-CDI-District-Rubric.pdf) (http://www.casel.org/wp-content/uploads/2016/09/Theory-of-Action-CDI-District-Rubric.pdf) District SEL Planning and Implementation Rubric for districts incorporating SEL into every aspect of the school day. This rubric can be adapted for use at the school level.
- 📖 In January, 2019, the Aspen Institute released [From a Nation at Risk to a Nation at Hope: Recommendations from](#) *tTd()-1(e)-6(c)-8(o)-1E3( )-9( R)-1(ikalf)-9(CtTd2(m)-13(m)(3)E)-6(s)-5(k)1( k)1( c*

## SCHOOL CULTURE/SCHOOL CLIMATE AND SEL

Understanding school climate and culture is necessary for implementing schoolwide SEL. A school climate and culture that is open to and supportive of SEL implementation is necessary to effectively embed SEL into a school's systems, policies, and procedures. There is an impact on school culture when a school integrates SEL into all facets of school life including explicit lessons, infusion into content area instruction, multi-tiered systems of support, school discipline, supports for adults in the school, and ot(o)-211( )TJ0.005 Tuuppor(t)-[(fo)troy4(n)c.38 0 TdEO-1(f)-4(f)-4( p)-4(r)1o

A growing number of districts across the country are adopting systemic strategies that embed SEL into every aspect of school life. Districts are building SEL into their strategic plans and budgets. They are using SEL to help school leaders create the kind of positive school culture and climate that keep students safe and connected to school, strengthen positive teacher-student relationships, and create an environment in which effective teaching and learning can take place. Schools are integrating SEL into classroom instruction as well as providing explicit instruction in the five core competencies. Additionally, SEL is driving collaboration between schools, families, and community partners.

Key leaders throughout the district must have the expertise to plan, implement,

emotional, and behavioral challenges for students at-risk (Tier 2 interventions, which could include targeted small group and/or one-on-one SEL) and students with more intensive needs (Tier 3 interventions). Please see

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- Provide information about the needs and roles of this group of staff;
- Provide suggestions and recommendations for how SEL can be incorporated in non-instructional spaces such as on the bus, at recess, and in the lunch room;
- Help to champion this work with their peers who are often not part of school-wide reforms and initiatives; and
-

investment in creating and sustaining a school community that teaches, models, and reinforces the five core competencies each day.

For all members of the school community to willfully and significantly “buy into” the acceptance, adoption, and integration of an effective SEL program, the vision must be developed collaboratively through a process spearheaded by the



- [Oakland Unified School District](https://www.ousd.org/domain/143) (https://www.ousd.org/domain/143)
- [Austin Independent School District](https://www.austinisd.org/sel) (https://www.austinisd.org/sel)
- [Pittsford Schools, Pittsford, NY](https://www.pittsfordschools.org/Page/644h) (https://www.pittsfordschools.org/Page/644h)

 Examples of schoolwide SEL vision statements can be found here:

- [Northland-Grand High School, Chicago](http://northgrandhs.org/apps/pages/index.jsp?uREC_ID=184675&type=d)  
(http://northgrandhs.org/apps/pages/index.jsp?uREC\_ID=184675&type=d)

## CONDUCTING A NEEDS AND RESOURCES ASSESSMENT

In a comprehensive schoolwide SEL implementation effort, it is important that the visioning process is based on a comprehensive needs and resources assessment. A needs and resources assessment can begin to uncover the core values a school wants to embody as it integrates social emotional needs with academics. A needs assessment might include some or all the following activities:

- Interviews and/or focus groups with a representative cross-section of the school community, including, but not limited to: school leadership, school health and/or mental health staff, teachers, teaching assistants, clerical staff, bus drivers, custodians, safety and security staff, cafeteria staff, school board members, family members, and students;
- Surveys of staff, families, or students about their needs, wants, concerns, and readiness to implement SEL programs and practices;
- Review of documents or artifacts to look for related existing materials, supports, practices, and core values upon which to build, including posters and slogans already in use, materials for families, materials for students, existing staff training resources, etc.;
- Audits of existing staff responsibilities and time allocations to ensure alignment with SEL-informed strategies (e.g. the amount of time counselors, social workers, and others are spending on administrative or managerial tasks, and whether those responsibilities could be delegated to administrative support or other staff to increase capacity for implementation of SEL); and
- Inventory of existing practices, policies, and programs that related to SEL to capture what exists and can be built upon; including things like efforts related to frameworks such as Positive Behavioral Intervention and Supports (PBIS) and Restorative Practices, as well as evidence-based SEL curricula, programs, social skills groups, “lunch bunch,” use of behavior or social emotional skill assessments, buddy programs, bullying prevention programs, conflict resolution, peace circles, and many others.

There is no one right way to do this work. Schools will enter the SEL process at various levels of readiness. Some may have funding or time set aside for a 3 to 5-year planning and progressive implementation process. Others may have already identified severe needs in their school and begin implementation right away, while concurrently engaging in a needs and resources assessment.

Once a needs and resources assessment has been conducted, it is important that the SEL Implementation Team consider the capacity for supporting SEL in a multi-tiered, comprehensive system of supports. This cataloging of existing resources (including personnel) is essential for data-based decision making, and to approach SEL work from a strengths-based perspective emphasizing th

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## ✦ RESOURCES

📖 CASEL has reviewed and assessed several evidence-based elementary and secondary school SEL programs, including lesson plans and strategies for explicitly teaching social emotional skills in the following guides:

- [2013 CASEL Guide: Effective Social and Emotional Learning Programs — Preschool and Elementary School Edition](http://www.casel.org/preschool-and-elementary-edition-casel-guide/) (http://www.casel.org/preschool-and-elementary-edition-casel-guide/)
- [2015 CASEL Guide: Effective Social and Emotional Learning Programs — Middle and High School Edition](https://secondaryguide.casel.org/casel-secondary-guide.pdf) (https://secondaryguide.casel.org/casel-secondary-guide.pdf)

📖 The Rand Corporation's [Social and Emotional Learning Interventions Under the Every Student Succeeds Act](https://www.rand.org/content/dam/rand/pubs/research_reports/RR2100/RR2133/RAND_RR2133.pdf) (https://www.rand.org/content/dam/rand/pubs/research\_reports/RR2100/RR2133/RAND\_RR2133.pdf), and [Social and Emotional Learning Interventions Under the Every Student Succeeds Act: Evidence Review – Intervention Summaries](https://www.rand.org/content/dam/rand/pubs/research_reports/RR2100/RR2133/RAND_RR2133z1.summaries.pdf) (https://www.rand.org/content/dam/rand/pubs/research\_reports/RR2100/RR2133/RAND\_RR2133z1.summaries.pdf) provide a review of recent evidence on U.S.-based SEL interventions for K–12 students to better inform the use of SEL interventions under ESSA.

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## INTEGRATION OF SEL INTO CONTENT AREA LESSONS

A second strategy for infusing SEL instruction into the classroom is to integrate SEL into academic content. Academic content can be taught such that social emotional skills are reinforced concurrently. This can be done in a variety of ways and looks different depending on the grade level and the subject area. Some of the SEL programs identified in the CASEL guide use this approach: these programs build social emotional skill building into an academic lesson (e.g., discussing empathy as part of a discussion about a historical event). In other cases, teachers can incorporate these skills into their own lessons. A few examples of what this might look like are as follows:

- At the elementary level, a teacher might incorporate SEL into an English Language Arts lesson focused on reading comprehension. For example, the teacher can read a book aloud and then lead a group discussion on how a character was acting and feeling at the beginning of the book, what might have happened to the character during the book to change their actions and feelings, and how they are acting and feeling at the end of the

book. These connections can also be applied to discussion about a book's character development. This can be done in small groups or as an independent writing assignment, depending on the grade level and goals for the lesson.

- In middle school, an English







Including them as core partners in a school's SEL implementation efforts will benefit students and staff.

There are a variety of different types of afterschool and summer learning programs taking place in a school setting. In some schools,



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## RESOURCES

📖 There are a variety of resources for afterschool and summer learning program providers related to implementing SEL practices in the classroom. The American Institutes for Research provides the following:

- [Linking Schools and Afterschool Through Social and Emotional Learning](http://www.air.org/resource/linking-schools-and-afterschool-through-social-and-emotional-learning) (http://www.air.org/resource/linking-schools-and-afterschool-through-social-and-emotional-learning): How can we better support young people as they develop the knowledge and skills they need to succeed in school, work, and life? This brief focuses on how afterschool and in-school educators can work together.
- [The In-School and Afterschool Social and Emotional Learning Connection: A Planning Tool](http://www.air.org/resource/school-and-afterschool-social-and-emotional-learning-connection-planning-tool) (http://www.air.org/resource/school-and-afterschool-social-and-emotional-learning-connection-planning-tool): School-day and afterschool programs must work together to support young people as they develop. This tool is designed for afterschool and in-school staff first to reflect independently on their goals for SEL and discuss how best to work collaboratively toward a common goal.
- [Social and Emotional Learning Practices: A Self-study](http://www.air.org/resource/social-and-emotional-learning-practices-a-self-study) (http://www.air.org/resource/social-and-emotional-learning-practices-a-self-study): A self-study tool for afterschool and in-school staff to reflect on their current practices and discuss how best to work collaboratively toward a common goal.









- Over time efforts to remain connected, no matter how small, will help create deep and meaningful consistency for the young person at home and at school
- Establish Two Way Communication
  - Share ideas. Both parents and teachers have essential information to share when it comes to a young person they both know well.
  - Make sure that communication is frequent and clear, and that everyone has an equal chance to speak and to listen.
- Structure Consistent Opportunities for Learning and Behavior
  - Look for similar ways to create structured learning opportunities across home and school because these connections can help young people be successful in both places.
  - Reinforce young people's positive behaviors at home and school to help them experience consistent messages.
- Collaborate to Achieve Goals and Solve Problems
  -

Parent circles based upon the su4dL ci14(fir)4(c)8 (n)10u4dLu4dLd(s)16(oP)2fnn clun(i143.1tyc)8 cnoPidu4dLn

## APPROACH TO DISCIPLINE

A significant factor in how every school “works” is how it addresses student misconduct. The “how” of discipline is not simply the protocols and procedures school staff follow when a behavioral incident occurs. More importantly, it is the approach the school takes when a student has violated the school’s code of conduct.

The word discipline derives from the Latin word for “to teach.” Understanding discipline as a “teachable moment” is fundamental to a social emotional approach to addressing student misconduct, which seeks concurrent accountability and behavioral change. The goal of this approach is to help young people learn from their mistakes, take responsibility for their actions, and prevent a recurrence of inappropriate behaviors.

## DISCIPLINE AND DATA

Looking at behavioral data can help school leaders understand not only what is happening and who is involved but can also provide insights that help school staff ask the often difficult



- understand why the behavior is



access resources from the federal government related to school climate and discipline, the U.S. Department of Education developed this directory of pre-K-12 school climate and discipline resources. The directory includes titles, electronic links, descriptions, and other

will want to review key data during each step of the implementation process to evaluate how things are going. The team can then share the data with key stakeholders at various points in the process to gather feedback, celebrate successes, and make the case for improvement or emphasis when things aren't going as well as planned.

## USING DATA FOR CONTINUOUS IMPROVEMENT

A school's leader plays a key role in using data for continuous improvement because it is their responsibility to communicate to all members of the school community, particularly school staff, that data will be used for professional development and

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## MEASURING IMPLEMENTATION

In the initial stages of an SEL effort, it is important to monitor and celebrate progress to ensure support and maintain momentum. Measuring implementation steps can be an effective way to

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## MEASURING ADULT BELIEFS AND PRACTICES

A third category of data includes two types of data - adult beliefs and adult practices (see section on [Adult SEL](#)). For SEL to be effective in a school building, there must be changes in both categories. For many educators and others involved in schools, SEL and the approaches it entails will be new. A first step in any SEL effort will involve reviewing the mindset of the adults in the building, followed closely by changing adult practices as necessary. Therefore, it is a good idea to monitor and measure these types of data.

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## MEASURING STUDENT DATA

### **Social Emotional Competencies**

It may be beneficial to do an initial baseline assessment of students' social emotional competencies and skills at the preliminary stages of schoolwide SEL implementation. This will provide the school with data that can be used to inform instruction and f



compendium is to gather student, faculty and staff, family, administrator, and community surveys in Pre-K/elementary school, middle and high school, and higher education environments. The surveys can be used in whole or in part; that is, whole surveys or individual scales can be administered to target respondents. All scales in the compendium have been tested for validity and reliability.

 The U.S. Department of Education (ED)







## Factors Associated with Successful, Enduring Implementation of Evidence-Based Prevention/SEL Initiatives

- Linkage to stated goals of schools or districts
- Balance of support from administrators both new and seasoned
- Ongoing processes of formal and informal training, including the involvement of acknowledged experts
- High inclusiveness of all school populations
- High visibility in the school and the community
- Consistent support from school principals
- Components that explicitly foster mutual respect and support among students
- Presence of a program coordinator or committee to oversee implementation and resolution of day-to-day problems
- Involvement of individuals with high shared morale, good communication, and a sense of ownership
- Varied and engaging instructional approaches

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### RESOURCES

-  CASEL provides [A Road Map to Financial Sustainability](http://financialsustainability.casel.org/) (<http://financialsustainability.casel.org/>), with resources to help school districts to plan their SEL implementation with sustainability in mind.
-  ASCD provides guidance on [Funding for Social-Emotional Learning in ESSA](http://www.ascd.org/ASCD/pdf/siteASCD/policy/ESSA-Resources_SEL-Funding.pdf) ([http://www.ascd.org/ASCD/pdf/siteASCD/policy/ESSA-Resources\\_SEL-Funding.pdf](http://www.ascd.org/ASCD/pdf/siteASCD/policy/ESSA-Resources_SEL-Funding.pdf)) as part of their *Every Student Succeeds Act (ESSA)*, *ESSA Implementation Resources for Educators*.

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## APPENDIX B: CASEL COLLABORATING DISTRICTS INITIATIVE

In 2011 CASEL began the [Collaborative Districts Initiative](#) (CDI) (

## APPENDIX C: WHAT DOES A POSITIVE SCHOOL CULTURE LOOK LIKE?

A school's culture is created through the interplay and impact of the values, beliefs, and behavior of all members of a school community, including the influence of the broader community in which the school is located. The type and quality of relationships among and between stakeholder groups, the school's social norms (what is considered acceptable and unacceptable behavior), and the expectations members have for themselves and for one another, all contribute to a school's culture.

### *Community*

- The school looks and feels warm, safe, and inviting.
- Students and staff enjoy being in school.
- Parents feel welcome, are valued members of the school community and are regularly engaged in the life of the school.
- Input from staff, parents, and students inform key decisions that impact the school community.
- Students, staff, and families value and respect one another and the school community as a whole.
- All members of the school community feel included, valued, and safe - emotionally and physically.
- Diversity is valued and celebrated by the school community.
- Relationships and interactions between members of the school community are characterized by openness, trust, respect, and appreciation.
- The individual successes of students and staff members are regularly recognized and celebrated.

### *Staff*

- Staff relationships are collegial, collaborative, and productive.
- All staff members model positive, pro-social behaviors for students.
- All staff members are held to high professional standards.
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- Students understand that they are responsible for their behavior and that they will be held accountable when they engage in inappropriate conduct.
- Students are able to use 4(t)10( )1p2ar(a)14.1(ti(v)7(i)3( )10(4(p4.1( aa.1(9)8.1(o)ti(v)8(t.( )1p2a) 16(po)8(t.h)4(bl



## APPENDIX D: DESCRIPTION AND USE

- learn skills to help them more effectively advocate for their children; and
- strengthen connections to other families at their schools.

The benefit of such community building to the safety of the school community cannot be overstated. Mutual trust between students, teachers, parents, and administrators is more important than community crime and poverty levels in predicting school safety (American Psychological Association Zero Tolerance Task Force, 2015).

Regardless of which restorative practice is used to address an incident of misconduct, each practice is based upon students' voluntary participation, willingness to take responsibility for one's actions, and readiness to repair harm, so that the students involved and the school community as a whole can move forward feeling safe and respected.

**Collaborative Negotiation:** Using the collaborative negotiation process enables an individual to



## APPENDIX E: EXAMPLE OF A RESTORATIVE DIALOGUE

Below is an example of a dean engaging in a restorative dialogue with a student who has harmed

By the conclusion of this restorative process, the adult has helped the young person develop empathy, recognize the impact s/he has had on another person, take responsibility for what had been done and think about alternative ways of handling a similar situation in the future, so s/he wouldn't engage in the harmful behavior again. The adult has helped the student develop self-awareness and also offered or provided the opportunity to learn and practice social emotional competencies.